

Sequence	Section	Session	Rubrics	Time	Communicative objective	Procedure
Sequence 01: Jobs, Occupations and Hobbies	Section 01: Jobs and Occupations	Session 01	I Get Ready	45 mn	<ul style="list-style-type: none"> ❖ Name/identify common jobs, occupations and hobbies ❖ Name/identify common places of work. ❖ Ask and answer questions about family members and friends' jobs, occupations and hobbies. 	<ul style="list-style-type: none"> ❖ Put learners in a problem situation related to the upcoming sequence. ❖ Assign tasks which deal with the target competences.
		Session 02	I Listen & Interact	45 mn	<ul style="list-style-type: none"> ❖ Name/identify common jobs and occupations. ❖ Name/identify common places of work. ❖ Identify the gist of the oral message. ❖ Interact orally. 	<ul style="list-style-type: none"> ❖ Have the learners listen to a very short passage and interact with you and their peers. ❖ Let the learners listen to a short message and identify gist.
		Session 03	I Listen & Discover	45 mn	<ul style="list-style-type: none"> ❖ Recognize simple words in familiar context using phonemic awareness. 	<ul style="list-style-type: none"> ❖ Have the learners sound key topical words (phonemic awareness) and manipulate target structures of the listening script (I Listen & Interact). ❖ Have the learners (Implicitly) retain chunks, recognize word order patterns, subject -verb agreement, word boundaries, and practice intonation.
		Session 04	I Read & Understand	45 mn	<ul style="list-style-type: none"> ❖ Read a short simple message of about 20 words. ❖ Identify the general idea of the reading message. ❖ Identify specific information. ❖ Read words containing the sounds: /ʒ/ and /dʒ/. ❖ Identify the sounds /ʒ/ and /dʒ/. 	<ul style="list-style-type: none"> ❖ Let the learners read (decode symbols) a short simple text of about 20 words and apply the target phonics /ʒ/ and /dʒ/. ❖ Encourage the learners to recognize and use reading skills skimming and scanning to get the general idea (gist) and specific information.
		Session 05	I Read & Discover	45 mn	<ul style="list-style-type: none"> ❖ Read a short simple message of about 20 words. ❖ Discover and manipulate target structures. 	<ul style="list-style-type: none"> ❖ Encourage the learners (implicitly) to discover and manipulate target structures related to the previous text: word order patterns, subject-verb agreement.
		Session 06	I Learn & Enjoy	45 mn	<ul style="list-style-type: none"> ❖ Practice and reinforce prior knowledge and skills in vocabulary, grammar through language games. 	<ul style="list-style-type: none"> ❖ Identify learners' areas for improvement and reinforce them through engaging games, such as: Word Formation - Dictation Race -Sentence Completion- Sentence Snake- Sentence Anagram...
		Session 07	I Learn to Write	45 mn	<ul style="list-style-type: none"> ❖ Use relevant information to write a message of about 10 words. 	<ul style="list-style-type: none"> ❖ Train learners in groups to write a short-written message of about 10 words using notes from a form and the writing mechanics (capitalization, punctuation, spelling, word order and subject -verb agreement).
		Session 08	I Write	45 mn	<ul style="list-style-type: none"> ❖ Apply the writing mechanics. ❖ Use connected handwriting. 	<ul style="list-style-type: none"> ❖ Have learners individually produce a written message of about 10 words using notes given in a form and the writing mechanics (capitalization, punctuation, spelling, word order and subject -verb agreement).

Sequence	Section	Session	Rubrics	Time	Communicative objective	Procedure
Sequence 01: Jobs, Occupations and Hobbies	Section 02: Hobbies	Session 01	I Listen & Interact	45 mn	<ul style="list-style-type: none"> ❖ Identify/ name different hobbies ❖ Identify/ name family members and friends' favourite hobbies ❖ Ask and answer questions about favourite hobbies. ❖ Identify the gist of the oral message. ❖ Interact orally. 	<ul style="list-style-type: none"> ❖ Have the learners listen to a very short passage and interact with you and their peers. <p>Let the learners listen to a short message and identify gist.</p>
		Session 02	I Listen & Discover	45 mn	<ul style="list-style-type: none"> ❖ Recognize simple words in familiar context using phonemic awareness. 	<ul style="list-style-type: none"> ❖ Have the learners sound key topical words (phonemic awareness) and manipulate target structures of the listening script (I Listen & Interact). <p>Have the learners (Implicitly) retain chunks, recognize word order patterns, subject -verb agreement, word boundaries, and practice intonation.</p>
		Session 03	I Read & Understand	45 mn	<ul style="list-style-type: none"> ❖ Read a short simple message of about 20 words. ❖ Identify the general idea of the reading message. ❖ Identify specific information. ❖ Read words containing the sound: /ŋ/. ❖ Identify the sound /ŋ/. 	<ul style="list-style-type: none"> ❖ Let the learners read (decode symbols) a short simple text of about 20 words and apply the target phonic: /ŋ/. ❖ Encourage the learners to recognize and use reading skills skimming and scanning to get the general idea (gist) and specific information.
		Session 04	I Read & Discover	45 mn	<ul style="list-style-type: none"> ❖ Read a short simple message of about 20 words. ❖ Discover and manipulate target structures. 	<ul style="list-style-type: none"> ❖ Encourage the learners (implicitly) to discover and manipulate target structures related to the previous text: word order patterns, subject-verb agreement.
		Session 05	I Learn & Enjoy	45 mn	<ul style="list-style-type: none"> ❖ Practice and reinforce prior knowledge and skills in vocabulary, grammar through language games. 	<ul style="list-style-type: none"> ❖ Identify learners' areas for improvement and reinforce them through engaging games, such as: Word Formation - Dictation Race -Sentence Completion- Sentence Snake- Sentence Anagram...
		Session 06	I Learn to Write	45 mn	<ul style="list-style-type: none"> ❖ Use relevant information to write a message of about 10 words. 	<ul style="list-style-type: none"> ❖ Train learners in groups to write a short-written message of about 10 words using notes from a form and the writing mechanics (capitalization, punctuation, spelling, word order and subject -verb agreement).
		Session 07	I Write	45 mn	<ul style="list-style-type: none"> ❖ Apply the writing mechanics. ❖ Use connected handwriting. 	<ul style="list-style-type: none"> ❖ Have learners individually produce a written message of about 10 words using notes given in a form and the writing mechanics (capitalization, punctuation, spelling, word order and subject -verb agreement).
		Session 08	I Check my Progress	45 mn	<ul style="list-style-type: none"> ❖ Check the level of achievement of the global competence. 	<ul style="list-style-type: none"> ❖ Assess the learners' ability to integrate the acquired resources and the degree of effectiveness in dealing with the suggested situations (I Get Ready). ❖ Analyse samples from different ability groups, identifies areas for improvement, and designs targeted remediation.

